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# THE CONSTITUTION OF MCGILL UNIVERSITY

BEING THE ANNUAL UNIVERSITY LECTURE OF THE SESSION OF 1888-89.

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(*From THE GAZETTE, Montreal, Nov. 16th, 1888.*)

The subject of this lecture has been suggested by the departure from among us within a few years of several old and valued members of the university, and by the fact that the men who took part in the revival of McGill University under its amended charter in 1852, have now almost entirely passed away, while the few who remain must soon follow. It is therefore desirable that the new generation which has come upon the stage should know something of the causes which gave our university its present constitution, and which have in some respects moulded that constitution as time has proved its original excellences or defects. Great universities are not usually created by any sudden or arbitrary act of establishment. They grow by slow accretion of men and means, and adapt themselves by degrees to the changing conditions of their existence, while the value and stability of their organization are proved by the vitality and vigor of growth which they exhibit, and the capacity which they show to continue in efficiency after their originating minds have passed away. McGill is now in the position to show the capabilities of its constitution in these respects.

Of the original band of citizens of Montreal who constituted the first board of governors under the new charter, Mr. Ferrier, the late Chancellor, was the sole survivor. Mr. David Davidson, it is true, one of the most able and zealous of these men, still lives, but he has long since removed from Canada and has resigned his connection with the university, though showing his interest in education in Montreal by continuing his gold medal in the High school. Of

the staff of professors organized between 1852 and 1855, not one now remains on our list of teachers except my friend Dr. Howard and myself. A few others still live, but have retired from active work. Thus the men of the University have passed away and have been renewed in about thirty-three years, and the government and educational work are for the most part in new hands, while ten generations of students have in the meantime graduated and have gone into the active work of life, and very many of them are older men than Dr. Howard and I were thirty years ago, and are now occupying the most important position in the University and in public life.

McGill university, like many of the greater universities and colleges of other countries, originated in a private endowment. It is, however, almost alone in this respect among the colleges of Canada, and owes I think much of its prosperity and success to this fact, more especially in connection with the unique position which it occupies as the highest educational institution of an influential, progressive and intelligent minority in this city and province.

THE FOUNDER OF THE UNIVERSITY, JAMES M'GILL, was born on the 6th October, 1744, in Glasgow, Scotland. He received his early education and training in that country, but of these little is known. He arrived in Canada before the American revolution, and appears, in the first place, to have engaged in the Northwest fur trade, then one of the leading branches of business in Canada. Subsequently he settled in Montreal, and, in partnership with his

brother, Andrew McGill, became one of the leading merchants in the little town of about nine thousand inhabitants which then represented our commercial metropolis. His settlement in Montreal, and his marriage with a lady of French parentage, the widow of a Canadian gentleman, occurred a little before the beginning of this century, and from that time till his death, in December, 1813, he continued to be a prominent citizen of Montreal, diligent and prosperous in his business, frank and social in his habits, and distinguished for public spirit and exertion for the advancement of the city. His name appears in several commissions relating to city matters—for instance, that for removing the old walls of Montreal. He was Lieutenant-Colonel and subsequently Colonel of the Montreal City Militia; and in his old age, on the breaking out of the American war of 1812, he became Brigadier-General, and was prepared in that capacity to take the field in defence of his country. He represented for many years the West ward of Montreal in the Provincial Legislature, and was afterwards a member of the Legislative and Executive Councils. Mr. McGill is described by his contemporaries as a man of tall and commanding figure—in his youth a very handsome man, but becoming corpulent in his old age. He was a prominent member of the association of fur magnates known as the "Beaver Club." A reminiscence of a gentleman, then resident in Montreal, exhibits him, when an elderly man, at one of their meetings singing a voyageurs' song with accurate ear and sonorous voice, and imitating, paddle in hand, the action of the bow-man of a "North canoe" in ascending a rapid. The remembrance of another contemporary represents him as much given to reading and full of varied information; and it is certain that he cultivated and enjoyed the society of the few men of learning from the mother country then in the colony. There are, indeed, good reasons to believe that his conferences with these gentlemen had an important influence in suggesting the subsequent disposal of a large part of his fortune in aid of education.

In this connection it may be stated that Mr. McGill's resolution to dispose of his property in this way was not a hasty death-bed resolve, but a mature and deliberate decision. He had taken a lively interest in the measures then before the Government for

the establishment of an educational system in the Province of Quebec, and had mentioned, many years before his death, his intention to give, during his lifetime, an endowment in aid of a college, if these measures should be carried out by the Government. But many delays occurred. From 1802, when the act to establish the "Board of Royal Institution for the Advancement of Learning" was passed, until the time of Mr. McGill's death, the persistent opposition on the part of the leaders of one section of the people to any system of governmental education, and the apathy of some of the members of the council, had prevented the appointment of the Board, or the completion of the liberal grants of land and money for educational purposes which had been promised. Mr. McGill was apparently weary of these delays, and feared that he might be cut off by death before he could realize his intentions. He had also the sagacity to foresee that a private endowment might force the reluctant or tardy hands of the members of Government to action. Accordingly, in his will, prepared in 1811, more than two years before his death, he bequeathed his property of Burnside, and a sum of ten thousand pounds in money, to found a college in the contemplated provincial university, under the management of the Board of Royal Institution; but on condition that such college and university should be established within ten years of his decease. Three leading citizens of Montreal, the Honorable James Richardson, James Reid, Esq., and James Dunlop, Esq., and the Rev. John Strachan, afterwards Bishop of Toronto, were appointed trustees under the will. The wise liberality of a good man is often far more fruitful than he could have anticipated. Mr. McGill merely expressed a wish to found a college in connection with a university already provided for by the generosity of the British Government. But the grants promised to the university were not given, and the English settlers in the province of Quebec were deprived of the provisions for education made by the liberality of the Crown in other colonies. In the providence of God, Mr. McGill's bequest intervened to avert some, at least, of the evils arising from this failure. In consequence of his will, a pressure was brought to bear on the Government, which resulted in the appointment of the Board of Royal Institution in 1818; and though, from the refusal of the French to take part in it, it was



almost entirely English in its composition, it proceeded to the establishment of non-denominational schools. These schools were never very numerous—about eighty being the maximum number ; but they formed the beginning of the present school system. The Royal Institution, being a Government board, had, on that account, too little of the popular sympathy, especially among the settlers in the Eastern Townships ; and the Local Legislature practically refused to acknowledge it, and set up in opposition to it the denominational system of “Fabrique schools” in the French parishes ; and, finally, its functions were restricted to the McGill college alone, by the new educational act which followed the rebellion of 1837.

In so far as the McGill college was concerned, the Royal Institution at once took action by applying for a royal charter, which was granted in 1821, and prepared to take possession of the estate. This, however, owing to litigation as to the will, was not surrendered to them till 1829. They also demanded the grants of land which had been promised, and received fresh assurances ; and, as an earnest of their fulfilment, the Government of the day was authorized to erect a building for McGill college, and to defray the expenses out of those “Jesuits’ estates,” which have in our own time given to the Legislature of Quebec so startling and exceptional celebrity. But the hopes thus held out proved illusory, and the college buildings had to be begun with the money left by Mr. McGill, and were at length completed only by the liberality of another citizen of Montreal, the late Mr. William Molson.

In the year of Mr. McGill’s death the population of Montreal was scarcely fifteen thousand, and of these a very small minority were English. One-third of the houses were wooden huts, and the extent of the foreign trade may be measured by the nine ships from the sea, of an aggregate of 1,589 tons, reported as entered in the year 1813. The whole English population of Lower Canada was very trifling. There was no school system, and there were no schools, with the exception of the seminaries of the Church of Rome, and a few private adventure schools. It seems strange that, in such a condition of affairs, the idea of a university for Montreal should have occurred to a man apparently engaged in business and in public affairs. Two circumstances may be

mentioned in explanation of this. The first is the long agitation on the part of some of the more enlightened of the English colonists in behalf of the establishment of a university and a system of schools. As early as 1787 the Legislative council had taken action in the matter and had prepared a scheme of general education ; but this infant Hercules was according to the testimony of Abbe Ferland, in his life of Bishop Du Plessis, “strangled in its cradle” by a remonstrance written by Du Plessis. In 1801, the project was revived, and the act for the establishment of the Royal Institution was passed ; but the new scheme was for the time foiled by the refusal of the Roman Catholic clergy to act on the board ; so that, as another learned priest Rev. M. (now Bishop) Langevin informs us in his “Cours de Pédagogie,” it was without result, “thanks to the energetic vigilance of the Roman Catholic clergy.” Mr. McGill was familiar with these movements, and no doubt was somewhat displeased with the “energetic vigilance” above referred to, and with the yielding of the Government to such opposition. He knew what colleges and a school system had done for his native country, and that the withholding of such a system from the new settlers in this province would involve semi-barbarism, leading to poverty, discontent, superstition, irreligion, and a possible war of races. In so far as these evils have been averted from the Province of Quebec he has certainly contributed to the result more than any other man of his time.

A second circumstance which may have aided Mr. McGill in his resolve, was of a different and more personal character. In 1797, General Simcoe, the first Governor of Upper Canada, and his Executive Council, had decided to establish a seminary of higher learning in that province. They had invited Mr. Strachan, a graduate of St. Andrews, to organize this institution. He arrived early in 1799, but only to find that his patron, Gen. Simcoe, had been removed, and that the plan had fallen to the ground. Greatly disappointed by this, Mr. Strachan opened a school in Kingston, and subsequently occupied, as a clergyman of the Church of England, the mission of Cornwall, and commenced the Grammar school at that place, where many men subsequently of note in Upper Canada were educated. A year before McGill’s death, Strachan was transferred to Toronto, of which diocese he was afterwards the Bishop. The precise circumstances which introduced to each

other the future bishop and the Montreal merchant are unknown to me. It is certain, however, that they were friends, and that the young man who had come to Canada with such bright hopes of educational usefulness, destined for the time to be disappointed, and the wealthy citizen meditating how best to disarm the opposition which had so long deprived Lower Canada of the benefits of education, had much in common. It seems at least highly probable that Strachan had a large share in giving to Mr. McGill's wishes the form which they afterwards assumed, and there are some reasons for believing that Mr. McGill had hoped that his college might have attracted to it the abilities of the young teacher who seemed slighted in Upper Canada. It is also known that in the first attempt to organize McGill University in 1823, Strachan was invited to a professorship; but the career opening to him in Upper Canada was already too tempting to permit him to aid in this way the project of his old friend.

The value of the property bequeathed by Mr. McGill was estimated at the time of his death, at £30,000; and it has since become much greater, owing to the growth of the city. The sum was not large in comparison with many other educational bequests; but it would be difficult to estimate its value to Canada in general, and to Montreal in particular. Gathering around it the gifts of other liberal men, it has sustained the McGill University, and carried it on to its present point of usefulness and success as a source of literary and scientific culture. Hundreds of professional men in all parts of Canada bear testimony to its value; and the city derives from it much of its higher character as a centre of learning and practical science. Indirectly, it has benefited the cause of common and Grammar school education, through the action of the Royal Institution, through the services of students and graduates as teachers, and through the McGill Normal school, which, though supported by Government, would scarcely have been established but for the influence of the college. Those who have in these ways received its educational benefits are to be found in all parts of the country, contributing by superior skill and intelligence to the common good. If the future may be anticipated from the past, its utility will, in the time to come, go on increasing and widening,

growing with the growth of our country and pervading all departments of useful and honorable occupation. The experience of older nations has shown that such educational endowments survive all changes, and go on, bearing fruit from age to age. It will, doubtless, be so here also, and the time will come when the original endowment of McGill will appear but as the little germ from which a great tree has sprung—or as the spring which gives birth to a mighty river.

#### THE AMENDED CHARTER.

I have referred at some length to these points, because they constitute an important element in the origin not only of the university, but of its constitution, as based on its royal charter. As already stated, this was granted in 1821, and under it were carried on for thirty years the early operations of the university—embarrassed by pecuniary difficulty, owing to the failure of the Government to give the promised public aid, and by the structure of the charter itself, which was cumbrous and unwieldy, and unsuited to a small college in the circumstances of this country. The result was that, after nearly thirty years of struggle, the university, with the exception of its medical faculty, was almost extinct, and that it was without sufficient income even to sustain the scanty staff which it then possessed in the faculty of arts. Its existence at this time seems to have been largely due to the persistency with which the late Vice-Principal, Ven. Archdeacon Leach, clung to its interests. It was then that several gentlemen, citizens of Montreal, assumed the responsibility of its renovation, and secured an amended charter under which its later work has been carried on.

Of the noble band of men who at that time undertook this herculean and, in the view of many, desperate task, Day, Ferrier, McGill, Anderson, Davidson, Coffin, Ramsay, Holmes, Robertson and Dunkin, none has left more of the impress of his mind on our constitution than the last named, the Hon. Christopher Dunkin. Dunkin was a man of high culture and eminent ability. He had passed through a somewhat exceptional university career. The son of a widow with limited means, he entered the University of Glasgow at the age of fifteen, and came off at the end of the session as the highest prizeman in his class. In the meantime the new University of London had been established; and as his mother resided in that

city, he naturally left his Glasgow college and entered the new Metropolitan university. Here, in his second year, he again carried off the highest honors. His mother having married Dr. Barber, who had been appointed instructor in elocution at Harvard University, he followed her to the United States and completed his college career at Harvard, where he was appointed a tutor in Greek before he had attained the age of twenty-one. He came to Canada and entered on the study of law shortly before the stirring times of 1837, and was engaged under Lord Durham and Mr. Buller in drawing up the celebrated report which prepared the way for responsible government and the existing constitution of this Dominion. A preparation so varied and extensive added to his acute intellect, his unwearied industry and his intense educational zeal, admirably fitted him to be the acting member of the new Board in the amendment of the charter and the construction of the statutes of the university, which still remain essentially as they were when they left his hand. But it required all the influence and business capacity of his colleagues, and especially the tact and experience of Judge Day and the strong faith and Scottish persistency of Mr. Ferrier to give form and effect to his plans. One act of the latter gentleman deserves mention in this connection. He had been the president of the Board of Royal Institution, but voluntarily resigned this position in favor of Judge Day as the most fitting head of the university—to resume it under the better conditions of a much later time.

#### THE VISITOR.

Turning now to the constitution as it exists under the royal charter, the first fact which meets us is that the supreme authority in the university remains in the hands of the Crown, and is exercised by His Excellency the Governor-General as Visitor. This I regard as a special and important feature of our constitution. It gives us an imperial character, and removes us at once from any merely local or party influence, while it secures to us the patronage of the head of our political system. Though the new charter dates from 1852, the first Visitor, in point of fact, was Sir Edmund Head, a graduate of Oxford and a Fellow and Tutor of Mereton college, in that university. Sir Edmund was a man of much literary and scientific culture, and an admirable writer; and would have attained a very high

literary reputation had he not gone into public life. Curiously enough, his first step in this direction was under the patronage of the Marquis of Lansdowne, the grandfather of our late Governor-General, and who was equally eminent as a statesman and a patron of men of letters. I had the pleasure of knowing Sir Edmund when Governor of New Brunswick, and of serving under him on a commission organized for the improvement of the university of that province, and on which he often met with us and took a lively interest in all our proceedings. On his elevation to the government of Canada he was waited upon by a deputation of the Governors of McGill who solicited his patronage and assistance. He entered heartily into their plans, gave valuable advice, and evinced a lively interest in the welfare of the university, which he continued to maintain during his term of office. His successors have been equally friendly, and our three last Governors-General, Lord Dufferin, Lord Lorne and Lord Lansdowne, have all shown a warm interest in our welfare and have promoted it by every means in their power. The present Governor-General, I have no doubt, will in this follow their example. It is popularly supposed that the Governor-General has no power in educational matters, but in our case this is a mistake. He has not only a substantial veto in matters of appointments and of new statutes, but a positive power in aiding us in many important ways, and we owe much to the countenance of our successive Visitors since the office was established under the charter of 1852.

One fact is settled by these provisions of our charter, namely, that for us there can be no question of change of allegiance, for whatever political changes may occur, we have nailed our colours to the mast; the Crown must continue to be the crest of the McGill arms, and the only appropriate flag to float over that emblem is the flag of the British Empire.

#### THE GOVERNORS.

Next to the Visitor the highest governing body of the university is the Board of Royal Institution, Governors of McGill college, whose president is ex-officio our Chancellor. The Board of Royal Institution at one time had charge of all schools in this province, but its function is now limited to the administration of McGill college and of such other colleges as may be connected



with it; and all endowments given to it for educational purposes are held by it as royal endowments. The vacancies in the Board are filled by nomination of the remaining members, with approval of the Visitor, who has power to appoint without any nomination if the number of members falls below ten. But the nominations are made under certain restrictions. The gentlemen appointed must be residents of Montreal. They must be laymen, not deriving any emolument either directly or indirectly from the college. They must be Protestants, and as far as possible must represent all the Protestant denominations. These qualifications probably give the highest security possible in a community like this for an efficient non-academical governing board, and hitherto their working has been successful. I doubt if any body of men discharging any public duty in Canada has been more efficient and influential or more respected and trusted than the Board of Royal Institution, and I have reason to know that this has tended, by the confidence it inspired, to attract endowments to the University. On my first introduction to the Board in 1855, it struck me as an admirable body of men, and one under which any institution might prosper, and though its composition has since changed by death and removal of its members and by new appointments, it still retains its high qualities, a fact which augurs well for its permanence. It is strictly a non-academical governing Board, whose representative capacity lies in its selection from leading and influential men, representing all sections of the Protestant body in this city, thereby giving to the university a character at once Protestant and non-denominational. We have the more reason to be satisfied with it when we consider the serious failures, in other countries, of merely academical bodies, of regulation by local governments, and of boards of non-resident or denominational trustees. A curious instance is afforded by the history of the Scottish universities. Originally they were governed by independent academical bodies. But under modern conditions this proved altogether insufficient, and various amendments were made constituting new offices and representative boards. The result has been so much conflict and confusion, that a bill is now before Parliament, which is said to meet with general approval, and which transfers the management of finances, the passing of statutes, or ordinances as they are called, and the ap-

pointment and salaries of officers, to a Royal Commission, whose members are chosen by the Crown, and which may be continued as long as the Crown ordains, with the alternative of transferring their powers permanently to a committee of the Privy Council. In short the new act places the Scottish universities under a body very nearly resembling our Board of Royal Institution, except that its powers are to extend, not to one university merely, but to all the universities in Scotland.

#### THE PRINCIPAL

under the old charter was one of the governors, but under the new charter he is a salaried servant of the university, appointed, in the same manner with the professors, by the governors, and holding office during their pleasure. He is, ex-officio, Vice-chancellor and a member of the corporation. Except in his capacity of member of the corporation he has no legislative function, and is merely an administrative officer, under the statutes and regulations passed by the governors and corporation, beyond the enforcement of which his powers do not extend. He is entitled to preside at all meetings of the faculties and at meetings of the corporation in the absence of the Chancellor, and may discharge teaching duties as assigned to him by the governors. He has general superintendence of the university, and is the ordinary medium of communication between the university and other bodies, and between the different portions of the university itself, and he acts for the university in the public conferring of all degrees. Practically in McGill the substantial power resides with the governors, the corporation and the several faculties; the Principal has merely to see that all members of the university obey the regulations, to harmonize as far as possible the interests of different departments, and to keep up their united working for the common good, as well as to attend to all emergencies of a general or indefinite character that may occur, and to such public reports, exercises or cases of discipline as may affect the whole university or more than one faculty. His position is thus much less autocratic than that of the president of an ordinary American college, and his largest opportunities for usefulness depend on his personal influence and on his right to be the official medium of communication between different parts of the university, which



makes him the link of connection between different departments, and enables him to smooth asperities and to prevent conflicts of jurisdiction. Incidentally it falls to him to extend, as far as possible, the hospitality of the university to its friends and to strangers, and to give or cause to be given to students and intending students such aid and general guidance as they may require, while no inconsiderable part of his time is occupied with attending in various ways to the interests of individual graduates, students and other members of the university, who may apply to him for testimonials, assistance and guidance under a great variety of circumstances. As the present occupant of the office has been to a large extent a pioneer, and has in his time had to attend to every detail from the planting of trees on the grounds and the making of roads, to the organizing of faculties, and as he cannot in the course of nature very long continue in office, he may say that it is extremely desirable in the interest of the university that his successor should be less burdened with details of management and instruction, and should be afforded the means more fully to discharge the incidental duties to the university and to the public which belong to his position.

#### THE CORPORATION OF THE UNIVERSITY

is the highest academical body, properly so called, and with reference to educational powers. It consists of Governors, Principal and Fellows. The two former have been already noticed. The latter are not, as in some universities, the recipients of handsome annual stipends, without obligation to work, but men held to do work for the university without special remuneration, and who are selected with reference to the representation of all its faculties and departments, as well as of some bodies only indirectly connected with it. At present there are twenty-nine fellows, constituting nearly two-thirds of the corporation, and whose representative capacities may be stated as follows :—

Deans of faculties.....	4
Elective representatives of faculties.....	5
Representatives of graduates.....	8
"    "    affiliated colleges.....	6
"    "    the Normal school.....	1
"    "    the Donalds endowment.....	2
Governors' fellows, appointed on account of services to the university.....	3

The governors' fellows at present are the late president of the Protestant School Com-

missioners of Montreal, the rector of the High school, and the Protestant secretary of the Department of Public Instruction. Including the governors and principal, the corporation numbers forty-four members.

The powers of the corporation are fixed by the statutes, and include the framing of all regulations touching courses of study, matriculation and graduation, and the granting of degrees, the public conferring of such degrees in convocation being merely formal and consequent on their being granted by the corporation, which must, however, either act on the reports of the faculties, or in the case of *ad eundem* and honorary degrees which may originate in the corporation, must give opportunity to the faculties to make representation. The corporation is intended fairly to represent all parts of the university. It cannot, of course, do this on any merely numerical standard, but this matters little in a body whose members may be supposed to have regard to the general interests of the university as well as to those of the special part of it, which they may happen to represent; and there is no member of the university who has not through the principal, the representatives of colleges, faculties and graduates, means of access to the corporation in relation to the exercise of any of its powers that may affect him. On the other hand, no regulation or action affecting any department can be carried out in corporation without the cognizance of representatives of that department. The function of the corporation is purely educational. It has no control of property, income, salaries or appointments. Its members may thus be salaried officers without any suspicion of interested motives in their action. Its regular meetings are only four in each session, but it may hold special meetings for certain purposes, and it has several permanent committees which carry on important parts of its work in the intervals of its meetings.

#### THE FACULTIES.

The several Faculties of McGill College have large independent powers. This grew up in the old condition of the university, when the faculty of medicine had to sustain itself and to carry on its own affairs almost independently, and the autonomy which it possessed has in many respects been extended by the statutes to the other faculties. Each faculty has independent powers of framing regulations as to details of the course of study, examinations,

admission, discipline and government of students, fees, and in general all things relating to the internal government and discipline of its portion of the university system. It has also judicial powers of hearing and determining complaints as to violation of its rules. These wide powers are limited only in two ways. New regulations or repeal of those in force must be approved by corporation, and no student can be expelled without consent of corporation. The functions and powers of individual professors are determined in the first instance by the terms of their appointment by the governors, and as to details by the rules and action of their faculty. The Dean of each faculty has the same general supervision in the faculty which the principal has in the university; and the dean of the faculty of arts is ex-officio, vice-principal.

The above portions of our constitution relate to the university and to McGill college, which is the University College properly so called; all others being affiliated colleges of the university, though the charter gives power to have other colleges co-ordinate with McGill, should endowments be given for them.

#### AFFILIATED COLLEGES

may be of different kinds, but they all differ from faculties in being independent bodies, with distinct acts of incorporation and government, and having connection with the university only in so far as its university powers are concerned. An affiliated college in arts of the first class is one having a sufficient staff to bring up students for the degree examinations. An affiliated college of the second class is one competent to present students for the intermediate examination. Morrin college, Quebec, is an example of the first, St. Francis college, Richmond, of the second. On similar terms, schools of theology become affiliated colleges, and our system in this respect has met with marked success and is deserving of imitation elsewhere. An incorporated school of theology of any Protestant denomination having an adequate staff of instructing officers may become affiliated, and its students may obtain not only the education of the faculty of arts but exemptions from certain studies in the arts course and exemptions from fees, while the college is entitled to a representative in the corporation and to reports as to the examinations of its students. By this simple ar-

rangement any theological college established sufficiently near to the university can relieve itself from the burden of maintaining classes not strictly theological, and can obtain for its students, practically without expense, the whole benefits of the staff and appliances of the university, and the inestimable benefit of the association of its students with those of other denominations. The four theological colleges now affiliated, and representing four of the most important Protestant denominations, are all highly successful and are growing rapidly in importance. While they add by the number of students to the prestige and to the usefulness of the university, it is not too much to say that the reputation of the university greatly tends to their success.

The McGill Normal School is affiliated to the university as a training school for teachers. Its higher teachers have the title of professor and it is in reality a professional college for one of the most important of all professions. The arrangements which we have recently made for admitting the students of its advanced class to the course in arts, while increasing its scope and efficiency, tend to connect it more closely with the university.

Lastly, we have Affiliated Schools, both in Montreal and in other parts of the Dominion, providing a course of study sufficient to train students for junior or senior matriculation and entitled to examination and certificates, and to such privileges, in respect to free tuitions, etc., as the university may be able from time to time to grant.

#### THE SECRETARY.

I should perhaps here refer to the important office of secretary, registrar and bursar, so long and so gracefully held by the late Mr. W. C. Baynes, B. A., and which requires for the due fulfilment of its varied duties a rare combination of educational and business capacity. But as the bare enumeration of these duties occupies a page and a half of the statutes, I must content myself with referring to these.

#### THE GRADUATES AND STUDENTS.

This completes our study of the machinery of the university, and little time remains to speak of its constituency. The various bodies and officers above referred to constitute the government and its staff of employees, while the graduates and students and the general public are the nation or people for whom these work. What shall we

say in regard to this great body of the university itself, its hundreds of graduates and students, ranging from aged men who have long ago attained to the highest standing in their professions, and who are the seniors and magnates, not only in the academical sphere but in the great world without, down to the newest freshman just come up from school. This great body has also under our constitution its duties, its rights and privileges as varied as the differences of its members in age and standing.

Let us begin with the student, including the women in our separate classes in Arts under the Donaldson endowment, as well as the men. The student may be defined to be one who is in the intermediate stage between a school-boy and a graduate. In this condition he is still *in statu pupillari*, but not at all in the school-boy stage, while he has not reached to the freedom which he attains after taking his degree. He has become a member of the university, a proud title which connects him with much that is best and greatest now and in the past. In the words of our old charter, he has acquired the "liberty and faculty of taking the degrees of bachelor, master and doctor in the several arts and faculties at the appointed time," and has "liberty within himself of performing scholastic exercises" to that end. You observe his position is expressed by the words "liberty and faculty"; but these are to be used for a special purpose. He has not liberty and faculty to be idle and waste his time, or to occupy himself with matters foreign to his educational course, or to the objects for which the university is instituted, but liberty to take certain degrees and perform such exercises as may tend thereto. The same liberty in short, that a runner has who follows a definite course marked out for him, and strains forward to a goal that he may win a prize. Yet this is liberty in the true sense. The runner is not driven onward by dread of the lash, he runs freely, because he desires to do it, yet with regard to the rules of the course, because he values the victory and the prize. The student is not a slave, but an athlete; and a main object of the college is to train him to act thus for himself, well and wisely. The student is very apt not to realize the full importance and responsibilities of his position. Many men of greater age fail to do this. But no greater service can be rendered to him than to direct his attention to the fact that all the machinery of the university exists for him, and that in the

few years in which he passes through his college course, he has to lay the foundations on which his life must be built. He has to lay these for himself, for all that the best academic system can do is to give him the "liberty and faculty"—the means and opportunity—to educate himself.

If I say little here of the undergraduate societies, it is not because I think lightly of them. They are in truth most important, representing as they do the spontaneous efforts of the students in the directions of physical training, of culture of the powers of thought and expression, and of the higher spiritual life. The Athletic and its several clubs, the Literary and the Delta Sigma and the Medical, the Young Men's Christian association and the Theodorae are all of the highest value with reference to these great ends.

The transition from the life of the student to the position of the graduate is one even more strongly marked than that from the school-boy to the student. As this has formed the staple theme for valedictory addresses from time immemorial, I do not propose to poach on the domain of the valedictorian, already so much at a loss for anything new or striking. There is, however, one phase of the position of the graduate which in the multitude of valedictories to which I have had the pleasure of listening, I have not observed to be much noticed, and that is the new relation in which the graduate stands to the university, and which he not infrequently does not seem distinctly to comprehend. The student is under the tuition and control of a faculty. This relation ceases at once on his graduation. He no longer belongs to McGill college as such, or to any faculty of it, but to the university as a whole. As a student he was in a state of pupillage, being shaped and fitted by the hand of masters for the place he is to occupy. As a graduate he has left the workshop and has been set up on his own pedestal, in presence not merely of his classmates, but of the world. As a student he is fed with milk and nourished as a child of the university, as a graduate he earns his own manly food and may hold out his strong arm to sustain the mother that has nursed him. Graduates should keep these things in mind, and should be prepared to weigh well their true relation to the university, which now entails grave duties of aid and support rather than advantages to be enjoyed by them, and which connects these duties with the university as a whole rather than with any particular college or faculty.



The graduates are a great and increasing element in the constitution of the university. Individually the success in life of every graduate is a recommendation of his university, and he has much power to advance its interests both by commending it to others and by giving it, as many have done, substantial aid. Collectively the graduates can do much as a society, by aiding in our struggles against the obstacles which meet us in this province, by promoting all improvements and movements in advance, by placing us in better relations with the non-academical world; and in general by lending their countenance and support in every way to the cause of higher education. Much of this legitimately belongs to the Graduates' society; and it would seem that the time has arrived when this might enlarge itself by having, as is the case with the large American universities, branches in various parts of the country. Above all, under the constitution, the graduates enjoy a large share of influence in the corporation. Sometimes this is measured by their number of direct representatives, but that is a mistake. Eight members in a body of forty-four may seem to be a small representation, but in our corporation there are at present nine other graduates who have seats otherwise than by direct representation, making seventeen in all, and it is absolutely certain that at least half of the available members of corporation, that is of those who can ordinarily attend meetings, will always be graduates of this university, and that the proportion of graduates must tend constantly to increase. But representation in a college corporation does not depend merely on numbers. One leading, influential and popular man, regular in his attendance and zealous for good, is of more value than a dozen who are inert, careless or unnecessarily aggressive. Careful selection of good representatives and retaining them in office for a number of years, and allowing them to be absolutely free and untrammelled by any previous pledges, will give weight and power to the graduate representation, and will constitute an argument for its further extension. The graduates, I think, are becoming more and more aware of this, and are taking more interest in the election of their representatives.

#### RELATIONS TO THE PUBLIC.

I have now exhausted the more important elements in our constitution. To a careless listener or reader it may seem complex and

cumbrous, but, after an experience of many years, I see no reason to doubt its working efficiency, and it is deserving of notice that few jars or conflicts have characterized its action, and while there have no doubt been differences of opinion as to details, there has been practical unanimity as to important methods and principles, while there has been unquestionable progress in every department—progress indeed necessarily intermittent and unequal; for we cannot advance without now and then placing one foot in front of the other; and in a body where there are so many interests represented, and where no one will can be dominant, there must always be occasional delays and detentions, trying to some. I have myself a large packet of "abortive schemes," containing projects started but nipped in the bud, and which I look over now and then to see if the time is approaching when any of them may have practical effect. Others may have like schemes and projects, but we must be content to wait. No constitution is perfect, but ours has at least the merit of having grown to suit our environment, and if this growth continues in a natural manner we may hope that when the present sapling becomes a stately tree it will preserve its regularity and symmetry, and will be so adjusted and proportioned in its parts that no storm will uproot it or break it down, and that it will stand as a thing of beauty and of perennial fruitfulness, as "a tree planted by the streams of water that bringeth forth its fruit in its season." Let us bear in mind that its growth is to be promoted and its safety secured, not by continual attempts to bend it hither and thither, to lop off a branch here and there, or to cut it into some shape that pleases present fancies, but by giving its roots due nourishment and allowing it freedom to develop itself in the air and in the sunlight. The three great enemies it has to dread are the borers and caterpillars that nestle in the wood and foliage, the ruthless woodman who would girdle its trunk or cut down its branches, and the lack of due nourishment from the soil which supports it. To drop the figure, we have to dread in our circumstances: First, a selfish or reckless spirit growing up among ourselves, and a want of that enlightened devotion to the cause of education and the common good which characterized the founders and early friends of the university: Secondly, the effects of such unwise legislation as that which has recently consigned

the control of our faculty of law to the tender mercies of an irresponsible professional board, on which the university has no representative; and of similar legislation which has threatened the like fate to our faculty of medicine: Thirdly, a failure of that aid and support on the part of the Protestant population of this city which has so far sustained us so liberally. I have space to say a few words only as to the last.

Hitherto McGill university has had the greatest cause to be thankful for the enlightened liberality of the citizens of Montreal, and it has often seemed as if that liberality was forthcoming just at the junctures when some pressing want was staring us in the face, without means of meeting it. The original endowment of Mr. McGill came at a great crisis in the affairs of this province, when there was danger that no adequate provision would be made for the educational wants of its English population. I can never forget the liberal subscriptions of 1856, which, headed by the endowment of the Molson chair of English, gave the first augury of success in the revival of the university under its new charter. The completion of our University buildings by Mr. Wm. Molson in 1861 came at another critical time. The endowment of the Peter Redpath, Logan and John Frothingham chairs in 1871-73 gave another stimulus and accession of force when our progress seemed arrested by want of means. The foundation of the Peter Redpath museum in 1880 placed one important department in advance of every other Canadian university, and made way for extension in other directions. The Scott, Mills and David Greenshields endowments of 1882-84 were just in time to prevent contraction of our work under the great diminution of income arising from the fall in the rate of interest. The large endowments to the medical faculty in 1884-5, met the necessary expansion of its teaching power and of its rooms and laboratories, demanded by the great extension of its course and increase of its students. The last great endowment, that of the Hon.

Donald A. Smith, for the higher education of women, was offered at the moment when the university seemed called on to enter on this work without adequate means. Many such instances rise to my remembrance, and impress me with the belief that a kind Providence has watched over our efforts, and has intervened to sustain us just when hearts and hands were beginning to fail. I cherish the faith and hope that it will be so in the future, and look forward to the time when our law faculty will be adequately endowed, when our unendowed chairs in the faculty of arts will be suitably provided for, when our heavier chairs will be divided or furnished with assistance, when we shall have enlarged accommodation for our library, when we shall have a larger convocation hall, a dining hall and college offices, and rooms for college societies; when we shall have a college plant-house and botanical garden, a mechanical workshop, and a new university gymnasium, and when our special course for women will have grown into a well appointed Royal Victoria college, co-ordinate with McGill. All these things and more are now desirable, and I have no doubt they will be provided, but not perhaps until our faith and self denial and self sacrificing industry are a little longer tried. They may not be realized in my time or the time of the older workers of to-day; but the university will not die with us. The history of college endowments in the Mother Country shows that these are the most permanent of all investments, outliving revolutions, changes of dynasty and even civil wars, and tending constantly to attract fresh means to themselves. May McGill university equal them in permanence, and at the same time be exempt from the defects which have sometimes marred their usefulness, and from the abuses which for a time have grown up around them. We may, I trust, hope that in our new and young society, and in the greater light of a cultivated and progressive age, this may, under God's blessing, be our happy destiny.







